



Interactive Nature of Foreign Language Teaching

Ravshanova Nasiba Karamatovna

A senior teacher of Foreign Language department in Karshi engineering-economics institute,
Karshi city, Uzbekistan

Abstract: The article deals with issues related to the principle of interactivity of modern language education in the non-philological specialties. The definition of interactivity as one of the fundamental principles of teaching a foreign language is given, as well as the characteristics of the means, methods and techniques that contribute to the organization of interactive teaching of foreign languages.

Keywords: interactive teaching; authentic training materials; active methods of teaching; round table; role-playing game.

Introduction. In the conditions of modern society, there is an increasingly acute need for specialists with not only special knowledge, skills and abilities, but also the ability of flexible and continuous improvement. Of great importance in this aspect is the foreign language education of students of non-philological specialties. In the modern methodology of teaching a foreign language at school and university, the concept of interactive learning is firmly entrenched. As N. G. Nikitina notes, almost 100% of the students of the "Pedagogical education" direction who have not completed courses in the theory and methods of teaching, when pronouncing the phrase "interactive technologies, methods and teaching methods", have an association with the use of an interactive whiteboard. About 80% of teachers with different work experience at school believe that interactive technologies are nothing more than the use of technical teaching aids in foreign language lessons [1, p. 229]. However, we agree with the author that these associations are misleading, since the interactivity of teaching existed long before the advent of modern technical means of equipping the lesson.

Literature review. The word "interactivity" comes from the English interaction, which means interaction. From this it must be concluded that the interactive nature of learning should be understood as learning in which there is a close communicative interaction between the teacher and the student, as well as between the students themselves. In modern methodological literature, interactivity is the most important principle of teaching a foreign language, which involves "combining, coordinating and complementing efforts to achieve a communicative goal and result by speech means" [2, p. 7]. Interactive teaching of a foreign language involves active interaction between all participants in the learning process, the implementation of active cognitive activity among students and the presence of feedback.

Based on the identification of the principle of interactivity as fundamental for the entire learning process in pedagogy and teaching methods, a new learning technology has emerged - interactive, or learning technology in collaboration. At the present stage of development of interactive learning as an innovative pedagogical technology, preference is given to such methods and techniques for organizing joint activities of the teacher and students, in which the teacher acts as an organizer of the educational process, and students are its interested and active participants. This is learning, which is carried out during the exchange of information, discussion, search for solutions to problems, in the process of which not only students improve, but also the teacher himself [3, p. 120]. When organizing interactive teaching of a foreign language, the task of the

teacher is not only to improve the knowledge, skills and abilities of students related to the use of the language being studied in speech, but also to promote the development of students' interest in learning the cultural characteristics of the country of the language being studied. In this case, various kinds of authentic texts, audio and video recordings become the most effective means of learning. In the sources on the methodology of teaching foreign languages, the authenticity of the text is defined as a property of the text, which determines the connection of this text with the natural language environment and the situation of communication. Questionnaires, advertisements, street signs, letters, texts of e-mail messages, newspaper articles, etc. have great potential in shaping students' knowledge about the culture and traditions of the country of the language being studied among authentic texts.

Authentic audio and video recordings include recordings of news, advertisements, dialogues from films, fragments of feature films and documentaries, recordings of songs in the language being studied and clips for them. In addition to the use of authentic printed texts, as well as audio and video recordings, various methods and techniques are used to organize interactive teaching of a foreign language at the university. Such methods and techniques, which require active mental and creative activity from students, are called active methods and techniques in modern teaching methods.

Discussion. Let us consider several examples of active teaching methods that contribute to the organization of interactive teaching of a foreign language to students of the non-philological specialties. The "round table" method refers to the so-called problem-based learning methods, which consist in creating problem situations. To solve the problem, students use not only their language knowledge and skills, but also their ability to creatively approach the solution of various kinds of problems. By "round table" we mean a meeting of students with scientists, teachers of the department of their university or teachers of other universities in order to discuss a specific topic related to their specialty or a general range of issues, mainly in a foreign language. One of the topics of the "round table" may be the following: "The younger generation of all countries is politically passive?" It should also be noted that there are several mandatory conditions for holding a round table. Firstly, the discussion should not go beyond the topic formulated for the round table. Secondly, invited guests should not make a presentation, they can only take part in the discussion of issues related to the topic of the round table. Thirdly, all participants of the "round table" can express their opinion on the issue under discussion, and not about the opinions of other participants [4, p. 10]. The organization and conduct of the "round table" takes place in three stages: preparatory (the teacher explains to the students the goals and objectives of the "round table", prepares the ground for discussion of the topic), the direct conduct of the "round table" and final (summing up). Role-playing games are an effective method of organizing interactive learning. A role-playing game is a conditional reproduction by its participants of the real practical activities of people, creates conditions for real communication. The effectiveness of training here is primarily due to an increase in motivation and interest in the subject [5, p. 108]. Role play can be supervised by an educator; moderately controlled by the teacher; games carried out according to a pre-prepared scenario; free games (only the game situation is set). By duration, business and role-playing games can be long or short-term.

As an example of the use of role-playing games for teaching bachelor students of the specialties "Ecology and environmental protection" or "Labor protection and technical safety" in a foreign language, we can cite the game "Global warming", which is recommended for students of I-II courses. In the process of preparing and conducting this game, students not only activate in speech the special vocabulary and grammatical constructions inherent in the foreign language of the specialty, but also consolidate in practice knowledge about the structure of the Global warming, the powers and possible reforms of the World Health Organization, international law and other special disciplines.

Thus, from the foregoing, we can conclude that the interactive nature of teaching a foreign

language is the main condition for the effective acquisition of language and professional knowledge, skills and abilities by students. To organize interactive teaching of a foreign language, various active teaching methods are used, as well as authentic materials (texts, audio and video recordings, etc.). [6, p. 118]

Therefore, the effectiveness of education depends on the didactic treatment of information content, strict adherence to educational rules, and the correct choice of educational methods. It can be seen from the above that the compatibility of teaching and learning methods ensures mutual coordination of teaching and learning activities. Problem-based research methods are an educational method focused on students' thinking and, consequently, on their creative activity.

The principles of correlation with life: While teaching the subject, matter should be related to life, customs, traditions, peculiarities and characteristics of the particular society to which the students belong. In this way, teaching can be more meaningful and learning can be transferred to real life situations.

Inspirational motive: Language teaching should be based on inspirational motive. The inspiration should lead the learner to learn more with the zeal of an internal urge. Language teaching should also be based on similar inspirational motive. The teacher and the pupil should consider language link as source of inspiration for life. These are various principles of foreign language teaching. If the teacher wants to teach successfully in the class, he must follow these principles in teaching.

Conclusion. In summary, interactive teaching methods and principles of foreign language teaching are a more advanced mode of teaching. The process of teaching in the classroom is to bring into full play both the initiative of teachers and students, through dialogue, discussion, and so on in order to achieve a variety of ways of the exchange of thought, emotion and information, thus to achieve the best learning effects.

In recent years, in the experience of advanced teachers, the use of didactic games as educational methods has become a habit. The effectiveness of technologies such as didactic games, modular education, cooperation technology, test education technology is that through them, educational work is brought closer to life, as well as oral presentation of knowledge, visual, elements of practical methods are used.

Used literatures:

1. Мильруд Р. П. Методика преподавания английского языка: English Teaching Methodology: учебн. пособие для вузов. – М.: Дрофа, 2005. – 256 с.
2. Мильруд Р. П., Максимова И. Р. Современные концептуальные принципы коммуникативного обучения иностранным языкам // Иностранные языки в школе. – 2000. – №4. – С. 9–15.
3. Никитина Г. А. Интерактивность в обучении иностранным языкам как фактор обеспечения продуктивности образовательного процесса // Иностранные языки в контексте межкультурной коммуникации: материалы докладов VII Междунар. конф. – 2015. – С. 298–304.
4. Жук Н. В. Ролевая игра как метод обучения иностранному языку в высшей школе / Н. В. Жук, М. К. Тузова, Л. В. Ермакова // Актуальные вопросы современной педагогики: материалы IV Междунар. науч. конф. (г. Уфа, ноябрь 2013 г.). – Уфа: Лето, 2013. – С. 187–191.
5. Saidaxmedov N. Yangi pedagogik texnologiyalar. T.: Moliya. 2003y 172-bet.
6. Kamoldinov M, Vaxobjonov B, Innovatsion pedagogik texnologiya asoslari. T.: Talqin. 2010 y. 128- bet.